

## **Literacy Tips Week 5, Term 3 2006: They Still Can't Spell?**

### **Error Analysis Conference**

(This maybe more suited for students in English classrooms although most English teachers already do this.)

Teachers need to help students become more reflective about their spelling. Interviewing challenged spellers one-on-one with a piece of their writing using an error analysis chart may be a useful way to tackle the problem. The intent of these mini-conferences (5 minutes or less) is to help isolate the areas of instruction for students as well as acknowledge spelling strategies they are already using successfully.

Before meeting with a student for this conference, the teacher highlights the misspelled words in the student's piece of writing. Begin by asking the student to read aloud his/her paper, paying particular attention to the highlighted words. The student should begin to notice reasons for some of the errors such as carelessness, handwriting issues, difficulty with spelling patterns, etc.

### **Spelling Goals**

At the conference, the teacher and student record notes for future reference such as: read papers aloud carefully listening to each word to be sure sounds and letters match, remember to double the final consonant in a single-syllable word ending in a consonant before adding -ing, use mnemonics like "I'll search the sea for clues," etc.

### **Personal Spelling Dictionary**

Require students to keep a personal spelling dictionary. A lot of teachers expect students to keep a section of the 3-ring binder for this. Straightforward information like the following should be recorded:

#### **Correctly Spelled**

#### **Word Likely Misspellings**

Search Surch

Searches Surches

### **Reflection Log**

After correcting a student assignment, the teacher lists 4-5 focus words at the bottom of the paper for the student to analyze. The student's responsibility is to record each misspelled word and its correct spelling, try to figure out why it is wrong, and then suggest a strategy for learning it. Here is an example:

#### **Misspelled**

#### **Word Correct Spelling Error Analysis**

Write Right Homophones

Strategy to try: mnemonic device (if you have a will to write then spell it with a w!)

#### **CORE UNDERSTANDINGS**

- promote reflection about spelling within the broader context of language study
- promote word play, word awareness, and investment in literacy
- generalise to groups of words to promote a sense of logic and order in the language
- support spelling of high-frequency words that students see and use often
- support the appropriate use of resources such as dictionaries, spell checkers, and editors
- support revision and editing through multiple drafts when correctness matters

#### **Strategy**

Get them to underline or circle words they think they have spelled incorrectly. We want students to remember that spelling does count!! Spelling is a highly visual process. It helps to have another pair of eyes. They can do this as they are writing or when they are finished. Students can then compare notes with an editing partner. The partner can help assist the other student to spell correctly and / or mark the correct spelling. (It is often difficult for students to see their own mistakes.)

If the editing partner is stuck, too, they should use an entirely different strategy or a dictionary. You should all have these in your classrooms!!

A student will not improve their spelling if they only have to get it right four periods a week!!!

Remember that we are all teachers of Literacy!

Student Name: _____	Total words: _____
Writing Sample: _____	Total incorrect: _____
Date: _____	Total duplicates: _____

**Homophone/wrong words**

**Structural and pronunciation concerns**

**Faulty grammatical knowledge**

**Prefix/suffix errors**

**Errors in splitting or joining words**

